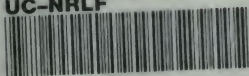
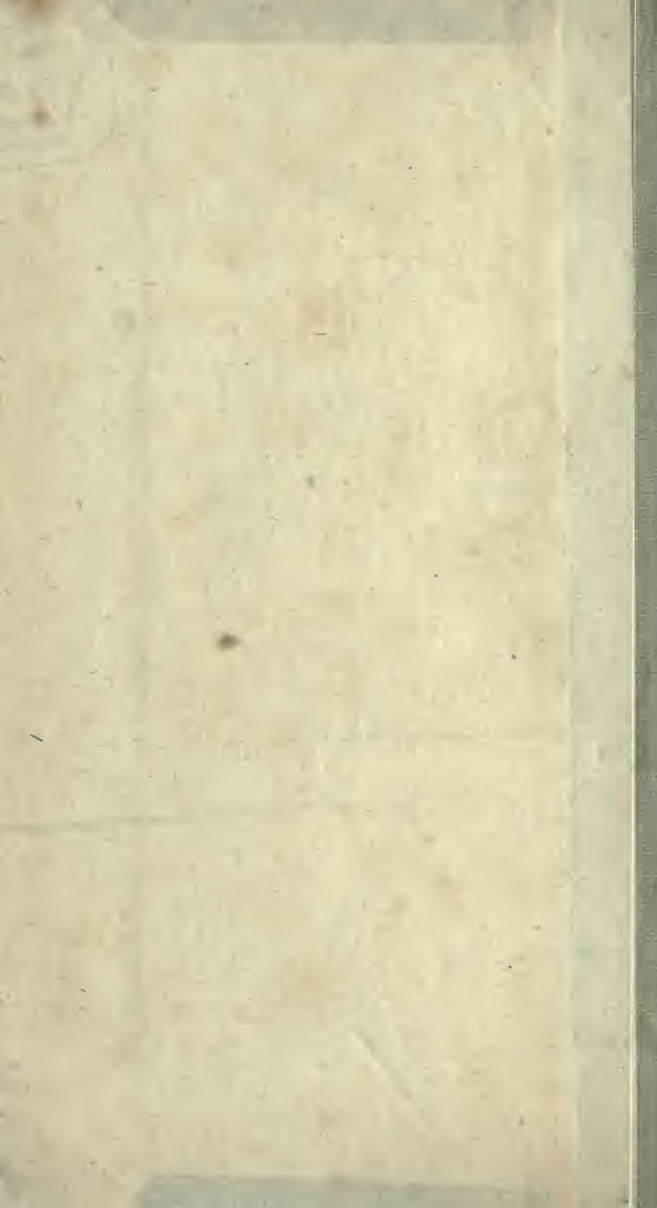


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GRAMMAE

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1825

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**GRAMMATICAL INSTITUTES;**

OR, THE

PRINCIPLES AND RULES

OF

**ENGLISH GRAMMAR**

*ABRIDGED AND VERSIFIED,*

FOR

THE USE OF SCHOOLS AND YOUNG PERSONS



BY R. TOBITT,

*Master of the Grammar School, Castle Street, Holborn.*

---

From Education, as the gen'ral cause,  
The public character its colour draws;  
Hence the prevailing manners take their cast,—  
Extravagant or sober, loose or chaste.

COWPER.

---

LONDON:

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1825.



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TO

**THE SOCIETY OF SCHOOLMASTERS**

AND

**PRIVATE TEACHERS.**



GENTLEMEN,

As a member of your truly laudable Institution, I take the liberty of dedicating to you this little Work, which has been the result of considerable experience in the arduous yet delightful task of Teaching. As it is usual to expect that every author should say something relative to his own performance, the writer of this small manual most respectfully begs to submit to the Public the following observations. A slight view of the work will show, that it is not intended to supersede the use of a Prose English Grammar, but, as an Auxiliary, it is designed to simplify and illustrate the principles and rules of the language, in a style, or dress (for youth) not to be attained in any way, or by any method, equal to the alluring charms of rhyme or verse, which the author feels warranted in asserting

will be readily committed to memory, and easily retained. An apology for this attempt, namely, to expedite the attainment of an acquisition, of such general utility and importance, can scarcely be deemed needful; let it then suffice, that the objects are, to elucidate the terms, not by a translation of the word merely, but by giving copious examples in which such words occur, whereby the sense, use, and meaning, are clearly made out, and with readiness understood.

The author is not disposed to censure other writers on the subject, but candidly owns that he has read, with pleasure and interest, by far the greater number of them; he has, however, taken the liberty to deviate from many of them, in some things, perhaps of little importance. In the selection of Examples given for elucidation, he is indebted to L. Murray, and Lennie's principles of English: he has also cited many sentiments from the Holy Scriptures, which appeared suitable to illustrate the subject. In the Rules usually following the definitions, little attempt has been made to give exercises for correction, but every rule has its correspondent examples correctly written, which are intended to be used as exercises in parsing, at the discretion of the teacher. When any thing appeared to justify a remark, either



in the definitions, or in the rules of syntax, it will be found at the bottom of the page where it occurs. In these Institutes, an attempt has been made to familiarize and illustrate the distribution and properties of all the parts of speech,—cases of nouns, and pronouns, moods and tenses of verbs, &c. &c.—by correspondent examples under each definition and rule. In the above, as much brevity has been used as appeared to be consistent with perspicuity; and it is hoped that the examples will be found as intelligible as the same things written in prose.

It is also presumed, that no other work of the kind (as an Auxiliary) has an equal claim to the patronage of a liberal Public, on the ground of its peculiar construction, namely, the association of principles, precepts, duties, obligations, invitations, cautions, and encouragements, which are here interwoven, and which will appear to the mind of an ordinary reader to be happily incorporated in the work, and are well suited to render it peculiarly interesting to the youthful mind.

It may not be deemed incongruous to inform the Public, that the little Work now submitted to them has been proved to be of great utility, and

its effects have far exceeded the expectations of the author. After all that has been, or can be said on the subject, much depends on the living voice: long experience has confirmed this fact, that to arrest the attention, fix the mind, and excite the emulation of children, is of considerable importance in the art of teaching. This method will interest the pupils, give them an opportunity of discovering, as well as estimating, their own powers of discrimination, and will make the study, which would otherwise be dry and uninteresting, both pleasant and profitable. Lastly, the author begs to observe, that this Epitome will accord with Murray, Grant, Blair, Louth, Lennie, or any other writer who may have been selected, and whose work may have been adopted by those teachers who may feel disposed to give this little Abridgment a fair trial. As an excitement to the study, he takes the liberty to conclude with the sentiment of an eminent and candid writer on language:—*All that regards the study of composition merits the higher attention, on this account, that it is intimately connected with the improvement of our intellectual powers, teaching us to think, as well as to speak, accurately.\**

---

\* Blair.

The author has no pretensions to poetic powers; he has therefore declined to give any rules or examples in Prosody; but begs to refer his readers to those authors who have already written on this part of the subject with much skill, judgment, and ingenuity.



## METHOD,

Or Plan of Teaching used by the Author,

And which he most respectfully submits to Teachers of English Grammar.



If experience be consulted, it will be found that the most beneficial effects in teaching, result from a judicious arrangement of pupils (males or females) into classes : this being done, emulation is excited, and a laudable spirit of rivalry is soon seen to be the consequence. In the order of arrangement the author takes the liberty of suggesting his own plan, viz. The first day in every month is a day of examination ; the result of this trial enables him to assign to each pupil the class for which he is eligible. During the month, his advancement in his own class is of course proportionate to the number of merits, or rewards, which he is able to produce. When the first class are qualified to read the definitions of a noun, adjective, and pronoun, in their prose grammar, they may be

required, or rather allowed, to read the same things in verse : this exercise will excite much interest, and it will be found that their understanding and judgment will be nearly equal to their voice or utterance. It must be owned, that where this is not done, the practice of teaching grammar is dry, irksome, and tedious, with little or no interest to the learner ; on the contrary, a number well selected, (from six to twelve) as may be deemed expedient to form a class, having their tender, docile minds animated, invigorated, and encouraged, exciting the most praiseworthy emulation, and the hope of such a reward as will not fail to sweeten labour, (if labour, indeed, it may be called,) they then feel a lively interest in what before they considered a toilsome drudgery. The first, and most important, object in teaching, is to arrest and secure attention, which this method will achieve ; and it will be found (almost without exception), that the pupil's endeavours to learn will then equal the most assiduous and diligent tutor's efforts to communicate instruction.

Such few lessons often repeated, will give the pupils a general idea of the objects to be attained, namely,

the discriminating or discerning of a noun from an adjective, or indeed from almost any other part of speech, which is always done by questions, varied according to the nature of the lesson, and the supposed ability of the class. In this way the vowels, consonants, diphthongs, and triphthongs, as well as articles, are soon learned, and easily retained. A similar method is pursued by every progressive class throughout the school:—indeed, the more advanced pupils profit by this plan far more than the junior classes, and their eagerness to rival each other is truly astonishing. It is hoped that the few remarks at the bottom of the pages will considerably assist the learner, as well as lessen the labour of the tutor. The Scripture references are intended to exhibit the importance of the precepts here inculcated, as well as to afford an opportunity to the skilful preceptor of referring his pupils to the words of Divine inspiration, the authority of which ought to be decisive to every Christian teacher.

R. T.

*Castle Street, Jan. 21, 1825.*

The first thing I noticed when I stepped  
 out of the car was the smell of  
 fresh air. It was a relief after  
 being stuck in traffic for hours.  
 The sun was shining brightly, and  
 the birds were chirping happily.  
 I took a deep breath and felt  
 a sense of peace wash over me.  
 The world seemed so much better  
 when I was finally free to go.  
 I walked towards the park, and  
 the children's laughter filled the air.  
 The grass was green and soft under  
 my feet. I sat down on a bench  
 and watched the world go by.  
 The clouds were white and fluffy,  
 and the sky was a clear blue.  
 I felt like I was in a different  
 world, a world where everything  
 was perfect. I closed my eyes  
 and let the sun warm my face.  
 The world was beautiful, and I  
 was so lucky to be here.

I had never felt so at peace before.  
 The world was so beautiful, and I  
 was so lucky to be here. I closed  
 my eyes and let the sun warm my  
 face. The world was beautiful, and  
 I was so lucky to be here.



## INTRODUCTION.



PROPRIETY of speech, and writing too,  
Depends on rules both accurate and true.  
These rules to simplify, and make them chime,  
Shall be my object, now I write in rhyme.  
To smooth the road to science is my plan,  
And make the path as pleasant as I can ;  
To check the progress of misguided youth,  
And stimulate with zeal a love to truth.  
All docile pupils gladly will rehearse  
This English Grammar now abridg'd in verse ;  
And some adults amusement here may find,  
To give a relish to a pensive mind.  
Utility throughout shall be my aim :  
This bear in mind, advantage you may gain.

*The Argument and Design.*

NOTHING can politeness more discredit,  
 Than *vulgar speech*, which has no real merit.  
 The habits we acquire in early days,  
 Will form our minds for censure, or for praise.  
 To train \* up children well to speak aright,  
 Requires much care, yet gives as much delight :  
 Of solecism, then, we must beware,  
 And fitness urge, with most judicious care :  
 Whatever faulty speech we yet retain,  
 We must reject, that juster we may gain :  
 The voice and manner too, should not be ill,  
 Both being improv'd by practice and by skill.  
 These reasons then, whatever they may seem,  
 Shall urge my muse to prosecute my theme.

---

\* Prov. xxii. v. 6.

The parts of English Grammar are but four,  
 And each of them we here must well explore ;  
 Deriv'd from Latin roots, to make them plain,—  
 We'll trace their meaning, and their import gain.

---

## ORTHOGRAPHY.\*

ORTHOGRAPHY, the first we notice here,  
 Most useful is, as straightly will appear.  
 'Twill teach you rightly how you ought to spell,  
 And range your letters truly, just, and well.  
 The powers of letters too you will discern,  
 Which those who study Grammar, well must learn.

---

\* *Orthography* is here inserted in compliance with custom, and for the sake of order, and not from a conviction of its utility. The author is of opinion, that the art of Spelling (generally) should precede the study of Grammar.

*The VOWELS.*

The Vowels you must learn to comprehend,  
 With other letters justly how to blend.  
 By all grammarians this has well been said,  
 No sound can be express'd without their aid :  
 Thus *a, e, i,* and *o,* as well as *u,*  
 Require no aid, to give each sound its due :  
 The *w* and *y* are quite contiguous,  
 And, though complex, are surely not ambiguous.  
 Beginning words, or syllables, you know,  
 They're **Consonants**, as here we plainly show ;  
 When not beginning syllables or words,  
 You'll call them **Vowels**—this with truth accords.

*CONSONANTS.*

The **Consonants** in number are nineteen ;  
 All which imperfect sounds, it will be seen,  
 The aid of **Vowels** always justly claim,  
 To form their sounds distinctly ; this is plain.

Thus, *b* alone, a sound we cannot call,—

But, join'd with *o* and *l*, produces *boll*;

So *d*, and *k*, would still remain quite mute,—

But, join'd with *e*, and *a*, seem well to suit.

### DIPHTHONGS.

A *Diphthong*, is two Vowels join'd in sound,

As *o*, and *u*, pronounc'd in *ounce* and *pound*;

\* A proper diphthong then, 'tis plain and clear,

Is, when both vowels you may truly hear.

\* When diphthongs are improper, you may note,

Then one is silent, such as *a*, in *boat*.

The *Triphthong* also, has three vowels join'd,

As *e*, *a*, *u*, in *beauty*, you will find.

### EXAMPLES.

\* Thus, mischief will delight all silly *boys*,  
Who spend their time in folly, sloth, and *noise*.

\* As *peas* and *beans* are reckon'd wholesome food,  
So *tea* with *cream*, we say, is very good.

## ETYMOLOGY.

THE second part of Grammar clearly shows  
 The source from which the language freely flows :  
 The roots of words, as well as use and kind,  
 By *Etymology* we justly find :  
 The quality of words we thus discern,  
 And all their various derivations learn.

---

Nine parts of speech to Grammar are assign'd,  
 The names of which describe their sort and kind :  
 These terms, though Latin, yet they plainly show,  
 How English verse from Foreign roots may grow.  
 The *Article*, which first we notice here,  
 Claims well this place, as justly does appear :  
 The *Noun* is second, this you will allow ;  
 The *Adjective* is third, I here avow ;  
 The *Pronoun* fourth succeeds, you must admit ;  
 The *Verb* comes fifth, and this is just and fit.

The *Adverb* is the sixth,—'tis right it should ;

The *Preposition*, seventh is understood ;

*Conjunction*, eighth in order now we show ;

The *Interjection* is the last, you know.

### ARTICLES.

The *Articles*, in number are but two,—

The *A* or *An*, and *The*, which we shall show :

The *A* or *An*, indefinite we call,

Because 'tis us'd defining not at all.

The second *Article* most clearly shows

The limits of the noun, in verse or prose ;

It well defines, and shows to what extent

Its application to the noun is meant.

We write the *a*, when follow'd by the *u*,

When thus protracted, such as *y, o, u* ;

REMARKS.—*A* is used before such words as, *a few, a great many, as a few plums, a great many pears.*

*The* is used before adverbs in the comparative degree, as, *The more you study grammar, the better you will like it.*

Without an *Article* when nouns appear,  
 To limit their extension, 'twill be clear  
 They're always taken in their full extent,—  
 As *man* is mortal,—all *mankind* is meant.  
 A consonant requires an *a* before,  
 With few exceptions,—*one* or *two*, not more.  
 The silent *h*, is one we notice here,  
 That justly claims the *an*, 'tis very clear :  
 This rule, perhaps, admits of one exception,  
 And this is such to which I've no objection ;  
 This then must be decisive in all cases,  
 The *h* requires *an* in all such places  
 Where'er the accent falls on words like these,—  
*Historical*, *heroic*, if you please.  
 Then write the *an*, to make it quite complete,  
 As, “ *an heroic* action scorns defeat.”  
 The word *historical* requires the same,  
 And must have *an*, not *a*, 'tis clear and plain.



Before the vowels we must use the *an* ;

Remember this, for I am sure you can.

Thus, when we say, *an elm, an oak, an our,*

We mean, some elm, some oak, and nothing more.

The *w* and *y*, claim this exception,—

*A week, a year,* as well as such *a one* ;

*A unit* then of numbers is the least ;

*A universal* cause can not decrease,—

*A euphony* delights the mind and ear ;

Its charms are great, 'tis evident and clear.

These little words are vaguely us'd, you know,—

They limit not the noun, but plainly show,

That any one is meant not well defin'd ;

This plain direction you must bear in mind.

Before a singular noun we use the *a*,

But plural nouns sometimes require *the*.

Take this example now, and this alone,—

*A field* is one,—*The fields* are not my own.

## NOUNS.

ALL Nouns, are either persons, things, or places ;  
 They varied are by *number, gender, cases*.  
 A *Noun* is also understood to mean  
 Such things as may be either felt or seen.  
 These *Nouns* (though varied), may be well attain'd,  
 As *gender, number, case*, shall be explain'd.  
 By *proper Nouns* are meant, all *proper names*,  
 As *London, Baltic, Chatham, Ann, or James* :  
 The *Common Nouns*, I wish you here to note,  
 Are chiefly *things*, as *table, ship, or boat* :  
*Slates, ink, and paper, pencil, rule, and pen,*  
 Are *common Nouns*, as well as *boys and men*.  
*Collective Nouns* are such, 'tis well allow'd,  
 As *flock, or drove, a multitude, or crowd* :  
 The *Abstract Nouns* must follow in their place,  
 As *temperance, prudence, hope, love, joy, and grace*.

The *Participial*, or the *Verbal Noun*,  
 Derives its name from verbs, as shall be shown ;  
 Thus, *Reading* will conduce to information,  
 And *Writing* well deserves our commendation.

## ON NUMBER.

The Numbers of the nouns are simply two ;  
 The Singular means *one*, as *boot*, or *shoe* :  
 The Plural *more than one* distinctly shows,  
 As *girls* and *boys* require good *boots*, or *shoes*.  
 The general way to pluralize the nouns,  
 Is adding *s*, thus *pound* is render'd *pounds* ;  
 Nouns in *s*, *sh*, *ch*, *x*, or *o*,  
 All form their plurals by *e s*, you know.  
 The nouns in *y* we now must pluralize,  
 And show that *sky* is plural made by *skies*;

---

REMARKS.—When *ch* sounds hard like *k*, the plural is formed by adding *s* only, as *monarch*, *monarchs*.

When two vowels appear in the last syllable, no change takes place in the plural, as *attorneys*, *journeys*.

Omitting *y*, and writing *i*, *e*, *s*,

The Plural forms, and this you must confess.

The Singular nouns in *f*, or in *f e*,

To write them Plural, you may plainly see,

You change the *f*, and likewise the *f e*,

And *v e s* insert, for this must be :

Thus Singular *leaf* is Plural made by *leaves*,

And *sheaf*, when pluraliz'd, is render'd *sheaves* :

So *loaf* is singular—this a child well knows,

When Plural made, is always written *loaves*.

#### ON GENDER.

Four *Genders*, here we show, to nouns belong ;

First, *Masculine*, as *father*, *brother*, *son* ;

---

REMARKS.—Nouns in *f*, generally have their plurals in *s*, as *muffs*.

Next *Feminine*, as *sister, duck, or hen* ;

Then *Neuter*, such as *paper, ink, or pen* :

The *Common* gender will no sex define,

As *parent, children, eagles, sheep, or swine*.

#### CASES OF NOUNS.

The *Nominative* must the subject be,

Or *agent* to the verb, as you may see ;

*Possessive*, shows or indicates possession,

As, “ *Lucy’s fan is new, without a question* :”

The *Objective*, too, by one plain rule is shown,—

’Tis always govern’d, this you’ll freely own :

The *Active Verb* must govern, this is plain—

As, “ *He who learns his grammar, good will gain* :”

The *Participle* also this will do,

As, “ *Writing grammar, aids you to construe*.”

This case too will admit a *Preposition*,  
 Which much assists in English composition ;  
 Thus, “ Thomas should *with* ardour persevere,  
 For want *of* zeal will leave him *in* the rear.”

*Examples on Proper Nouns.*

Though *London* is a city large and fair,  
 Yet *Brighton* is esteem'd for purer air :  
 The *Baltic Sea* due east of *Denmark* lies,—  
 The *River Thames* near *Gloucester* has its rise :  
 While modest *Mary* shuns delusive ways,  
*Eliza* perseveres to merit praise.

*Examples on Common Nouns.*

Those *pupils* who their *studies* best attend,  
 Are such as *tutors* always most commend :  
 All *teachers*, qualified well to teach,  
 Should well apply the *sense* and *use* to each ;  
 Their *patience* and their *skill* they must combine,  
 Or good *results* will *tutors* seldom find.  
 The *fields*, the *trees*, the *plants*, and every *flow'r*,  
 Proclaim aloud to *man* th' Almighty pow'r.

*Examples on Abstract Nouns.*

*Economy* is good in every station,—  
*Frugality* ensures our commendation :  
 \**Real charity* a lovely aspect wears,  
*It* hopeth all things, truly all things bears.  
 † The *wisdom* that descendeth from above,  
 Is pure and gentle, harmless as the dove.  
 True *courage* well becomes our situation,  
*Its* best attendant is our moderation.

*Examples on Collective Nouns.*

The *multitude* pursue *their* own chief good ;  
 How few there are, whose passions are subdued !  
 The *fleet* was sailing past the Kentish shore,  
 'Twill be in sight while passing round the Nore.  
 A *herd* of cattle, grazing in the morn,  
*Affords* a sight as pleasant as the corn.  
 A *flock* of sheep, all quietly at rest,  
*Reminds* us, that a social life is best.  
 Some *people* busy are, yet little do,  
 The proper method *they* will not pursue.

---

\* 1 Cor. xiii. 4, 5. † James, iii. 17, 18.

## ADJECTIVES,

### AND EXAMPLES.

AN *Adjective* is also well defin'd,

As qualifying that to which 'tis join'd ;

The three degrees of which, you here may see,

Will raise or drop it, as the case may be.

The *Positive*, indeed, is no degree,

But simply states the subject so to be :

*Comparative* the quality will raise,

As " Growing *better* always merits praise ;"

REMARKS.—Some Adjectives are compared regularly, as *wise, wiser, wisest* ; others irregularly, as *good, better, best* ; some by the adverbs, as *prudent, more prudent, most prudent* ; others admit of no comparison, as *chief, universal, perfect, extreme*.

Dissyllables ending with *e* final, are often compared by *er* and *est*, as *polite, politer, politest* ; *ample, ampler, amplest*.

If a vowel precede *y*, it is not changed into *i*, as *gay, gayer, gayest*.

Nouns are often used as adjectives, as a *gold ring, a silver cup*.



*Superlative* the *highest* state of all ;

The *lowest* likewise this degree we call.

A *kind* and *courteous* friend will not disguise,

A *kinder* and more *courteous* you may prize ;

The *kindest* and most *courteous* claims my choice,

With such a friend I cannot but rejoice.

\*'Tis *good* to listen to the voice of truth,

†'Tis *better* much to bear the yoke in youth ;

'Tis *best* of all, our passions to subdue,

‡To think on what is *lovely, just, and true*.

§A *wise* and *prudent* pupil shuns deceit,

A *wiser* and more *prudent* is discreet ;

|| The *wisest* and *most prudent* knows the art

(Of self-controul) by which he rules his heart.

\* Prov. i. 20.

† Lam. iii. 27.

‡ Philip. iv. 8.

§ Prov. viii. 12.

|| Prov. xvi. 32.

**PERSONAL PRONOUNS.**

THE persons of the Pronouns are but three,  
 As *I* and *Thou*, and either *He* or *She* :  
 The Plural number also has the same,  
 Thus *We* and *You*, as well as *They*, we name.  
 The *Pronouns* will the want of nouns supply ;  
 Instead of names, we say *He*, *She*, or *I*.  
 Thus all the *Pronouns* claim a proper place,  
 In *person*, *number*, *gender*, and in *case*.

**THE NEUTER PRONOUN.**

The *Neuter* Pronoun *It* we here must name,  
 For order's sake—it surely has a claim ;  
 It varies not, except in this one case,—  
*Possessive* has an *s*, in every place.

## CASES OF PRONOUNS.

*Singular Number.*

The Nominatives are, *I, thou, he, she* ;  
 Possessive, *mine, thine, his, and hers*, you see ;  
 Objective, *me, thee, him*, as well as *her*,—  
 With *it*, the Neuter,—this you may infer.

*Plural Number.*

The Plural Pronouns, now we justly say,  
 Are, in the Nominatives, *we, you, they* ;  
 Possessive, we assert, are *ours, yours, theirs* ;  
 Objective, *us, you, them*, your book declares.

**RELATIVE PRONOUNS,**

## AND EXAMPLES.

Of Simple Relatives we reckon three,  
 Which all relate to words, and must agree.

The first of these we always reckon *who*,  
The second *which*, the last is *that*, you know.

The *antecedent*, or the *leading* noun,  
Is that to which all Relatives belong :

As *who* relates to persons, here we show,

So *which*, t' inferior animals,\* you know ;

And things inanimate, both small and great,

Require *which*, not *who*, we clearly state :

†He, *who* preserves and keeps us day and night,

Eternal is, in wisdom, power, and might.

‡The barren tree, *which* cumber'd long the ground,

For want of fruit, was suddenly cut down.

Such silly girls *who* love to chat and play,

Deserve no care, their time is thrown away.

Now, we assert, the *bird*, *which* sweetly sings,

Could never fly, without the use of wings ;

---

\*REMARKS — *Who* is sometimes applied to animals, when they are represented as speaking, as in fabulous writings, &c.

† Psalm cxxi. 7.

‡ Luke, xiii. 7.

The faithful *dog*, *which* knows his master's call,

Deserves the *crumbs which* from the table fall :

So *beasts* and *fishes*, *which* we reckon good,

Yield much support to man, as wholesome food.

The other Simple Relative, we show,

Is often us'd instead of *which* or *who* :

\*Thus, weeks and days, *that* we have pass'd in vain,

Afford no pleasure, but increase our pain.

The *youth that* lives to reason nobly acts,—

He flies from folly, and all vice rejects.

The docile *pupil, that* by prudence lives,

Has more content, than folly ever gives.

The compound relative is always known,

Including both the *relative* and *noun* :

Thus, *this is what* I wanted long ago,

The very thing *that* you could not bestow.

## A LIST OF THE POSSESSIVE ADJECTIVE PRONOUNS.

*Possessive Pronouns* indicate possession,

They follow thus in regular succession,—

*My, thy, his, her, our, your, their, its, and own,*

Are of this class, and well they may be known.

**POSSESSIVE PRONOUNS,**

## AND EXAMPLES.

*My* ardent wishes are, that all may learn,

May *your* endeavours equal my concern !

*Thou* shouldst *thy* reasoning powers much respect,

No prudent means of knowledge e'er neglect ;

While *John* and *Henry* learn *their* tasks to say,

The thoughtless *Thomas* spends *his* time in play.

Though *Thomas* is a playful, lively boy,

Yet he prefers *his* duty to a toy ;

And *Frances* learns *her* task without delay,

While lazy *Mary* spends *her* time in play.

*Our* time we must improve, or feel its loss,

This well improv'd will recompense us most.

\*You should *your* tutor's maxims learn to prize,

Then will *your* studies make you truly wise.

*Demonstrative* are such (we will suppose)

As *this* or *that*, and either *these* or *those* :

Thus, *this* is truth, and must at length prevail,

†That all who seek aright shall never fail.

*These* simple rules will add to your delight,

And teach you morals, while you learn to write.

*Those* pupils who their studies will neglect,

Have no just claim to credit or respect.

\* Prov. xii. 1.

† Psalm cxix. 2.

The second sort *Distributive* we name,  
 And these are such, which I must now explain :  
 They oft denote a number to express :  
 \*As, *every* prudent Christian grows in grace:  
 †And *each* good effort made with good design,  
 Will bring a blessing, *either* yours or mine.  
 ‡Now, *either* you must work or cease to eat,  
 For this injunction you cannot defeat.

#### INDEFINITE ADJECTIVE PRONOUNS.

This kind of words we cannot well define,  
 They balk our *metre*, and elude our *rhyme* ;  
 They do, perhaps, a *name* and *place* demand ;  
 Among the rest in order here they stand :  
*Such, any, other, some, one, none, both, whole,*  
 And (if I well remember) these are all.

---

\* 2 Pet. iii. 18.

† Prov. x. 4.

‡ 2 Thess. iii. 10.



## VERBS.

A VERB, a most important part, is one,  
 Denoting action, *present, past, or done* ;  
 Some action *doing*, or existence *shown*,  
 Some passion *understood, express'd, or known*.  
 The subject of the Verb, you well must know,  
 Will much assist you how the Verb to show.

## ACTIVE VERBS.

The Active Verb will govern, as you see :  
 Thus, *Study grammar*, if you wise would be ;  
*Perform your duties*, let not sloth prevail ;  
 Success is certain, Truth can never fail.

## PASSIVE VERBS.

The Passive Verb is us'd to represent

The suffering of an action, or event :

Thus, Prudent Amy justly is *respected*,

While thoughtless Jennet feels herself *neglected*.

## NEUTER VERBS.

All *Neuter Verbs* express a simple state,

*Intransitive* they're call'd at any rate :

They oft denote an action, when confin'd

To him who acts, as, Clement *walks* behind ;

And, Bella *dances* with a graceful mien,

With vulgar girls she never would be seen :

While active Edward, quite a sprightly boy,

*Delights* in music as his greatest joy ;

But drowsy Daniel *sleeps* the night away,

He nothing does, worth doing, all the day.

## HELPING VERBS.

Auxiliaries are us'd in conjugation,—

In compound tenses is their situation ;

They follow thus, in regular rotation :

Present, \**Do, have, shall, will, may, can, am, must*—

Past, *did, had, should, would, might, could, and was* just.

## ON CONJUGATING VERBS.

To conjugate a Verb in verse or measure,

I've neither inclination, skill, or leisure :

For this defect we must refer to those

Who give Examples not in *verse*, but *prose* :

Of these good writers we could mention many,

As *Murray, Louth, and Grant, Ash, Blair, and Lennie.*

\* REMARKS.—*Be, do, have, and will, are often principal verbs.*

The last of these has much improved the art,  
 And rendered easy almost every part ;  
 The eighth edition has some good corrections,  
 With very few (if any) imperfections.  
 His definitions have no vague expression,  
 They're plain and clear almost to demonstration.  
 His just remarks and timely observation  
 Will much assist in speech or conversation :  
 In short, his little book has much real merit,\*  
 'Tis cheap, and good—perhaps you will prefer it.

---

\*REMARKS.—This eulogy is not intended to disparage the work of any other writer on the subject ; but to show, that in the opinion of the author, the book in question is justly entitled to all that is said of it. It has an extensive circulation, and may be had of any respectable bookseller in the United Kingdom.

## ON MOODS.

Of Moods, or Modes of Verbs, we reckon five,  
 Which well to comprehend you must contrive :  
 As speech is varied by the aid of mood,  
*These terms*, we say, must well be understood.

## INDICATIVE MOOD.

*Indicative* declares some real facts,  
 As, *She is* wise, who *folly counteracts*.  
 This mood is also known by any question,  
 As, Will you not be still, and learn your lesson ?  
 \*Thou shalt not take the name of God in vain,  
 For all who do are justly called profane :  
 Thou wilt not profit much without design,  
 By rule and order thou the gain wilt find.

---

\* Exod. xx. 7.

The \* *proud* and *vain* real pleasures seldom find,

*True pleasure* only is with meekness join'd.

A *grateful heart* is rightly deem'd a treasure,

'Tis *justly priz'd*, and yields an inward pleasure :

† *Afflictions* of this life *are* overpaid,

If well improv'd—this truly may be said.

#### IMPERATIVE MOOD.

Imperative is us'd when we *intreat*,

*Command* or *countermand*, *exhort*, *permit*.

#### EXAMPLES.

‡ *Remember* your Creator now in youth,

*Believe* his word, *revere* his sacred truth :

*Correct* your errors, *govern* well your tongue,

*Disdain* deceit, *abhor* whate'er is wroug.

\* Psalm, cxix. 21. Isaiah, xxix. 19. † 2 Cor. iv. 17.

‡ Eccl. xii. 1. 2 Chron. xx. 20. James, i. 26. Psalm, v. 6.  
Heb. xi. 6.

## IMPERATIVE MOOD.—EXAMPLES CONTINUED.

*Give* diligence in all your best pursuits,  
 \**Have* no contentions, but *avoid* disputes  
 †*Let* no ambition prompt your docile mind,  
 ‡*Maintain* strict friendship, never *be* unkind :  
*Pursue* with ardour what you undertake,  
*Quit* such companions as the truth forsake.  
 §*Be* ever kind and courteous, this is right—  
 \*Twill yield you peace, and give you much delight.  
 ||*Redeem* your mis-spent time by active life,  
*Shun* devious paths, and such as lead to strife.  
*Despise* not any state, however poor,  
*Boast* not of health, you cannot health secure.

## POTENTIAL MOOD, AND EXAMPLES.

*Potential*, means the having power or will,

As, If you *would improve*, you *should be* still :

It also represents an obligation,

As, You *should ne'er forget* the application.

\* 2 Tim. ii. 23. † Esther, iii. 6. ‡ Prov xviii. 2. 4. ix. 6.

§ Rom. xii. 10. Eph. v. 16. 2 Tim. ii. 16. James, ii. 6.

|| Prov. xxvii. 1.

It sometimes means that *liberty* is shown,  
 Thus, You *may walk*, or *ride*, or *stay* at home :  
 \*You *should* your parents *honour* and *obey*,—  
 This just injunction you *must* not delay.

## SUBJUNCTIVE MOOD.

*Subjunctive* shows, or represents condition,  
 It also may imply a supposition ;  
 Thus, *If* you *persevere*, you'll gain applause,  
 But shame and grief will follow sloth and noise.  
 Were they but good, they then would happy be,  
 May this result then follow you and me !

## INFINITIVE MOOD.

*Infinitive* is us'd in general terms,  
 Without regard to *person*, *time*, or *forms* ;  
 Except indeed the sign by which 'tis known,  
 Is mostly *To*, as plainly may be shown.

---

\* Exod. xx. 12.



## TENSE.

The Tenses of the Verbs you should be taught,  
 Regard the *time*, the *action*, or the *thought* ;  
 Thus, *present tense*, I love Penelope,—  
 The *past*, Penelope *was lov'd* by me.  
 The *present* we must seize, or feel the loss,—  
 The *past* we can't recal, whate'er the cost.  
 The *perfect tense* denotes what is completed,  
 As, Rhoda *has* her lessons just *repeated* ;  
 And Harriet well deserves to be commended,  
 As she *has done* her task, her work is ended.  
*Pluperfect* shows an action past before,  
 Some other act, to which we then refer :  
 Thus, Active John *had learn'd* his task before  
 The idle James *had read* his lesson o'er ;  
 And Catharine likewise *had* her work quite done,  
 Before Eliza *had* her own *begun*.

## FUTURE TENSE, WITH EXAMPLES.

The *Future* tense denotes the time to come,  
 As, We *shall* ne'er neglect our tasks at home.  
 The signs are simply *two*, as *shall* and *will*,—  
 As, I *will* teach you how to cut your quill ;  
 Eugene *will* his duties well observe,  
 Nor from just precepts *will* he ever swerve.

## FUTURE PERFECT TENSE.

The *Future Perfect* represents an act  
 To be perform'd, before some other fact ;  
 As, I *shall have* my task completely done,  
 Before my brother will have his begun.

## *ADVERBS,*

### AND EXAMPLES.

THE *Adverbs* are such words as, 'twill be seen,  
 Being join'd to Verbs, they show you what they mean :  
 They sometimes qualify, as oft compare,  
 And show you *how*, and *when*, if *here*, or *there*.  
 Abridgment, surely, was their first design—  
 Thus, “ *Kindly* act,” means, “ Actions should be kind.”  
 The *Adverbs* seem to shorten, and define,—  
 They *much* assist in *prose*, as well as *rhyme* ;  
 Thus, Ann *distinctly* speaks in all she says,  
 She writes *correctly*, and is *sure* of praise :  
 You all *well* know that Caleb *soon* will rise,  
 And *rightly* claim the first and highest prize ;  
 But lazy Leonard *always* is *behind*,  
 He *scarcely* ever is to good inclin'd.

*How sweetly Emma sings ! her charming voice  
 Delights our ears above all trifling joys ;  
 And Sarah (though she's young) behaves as well  
 As thoughtless Julia, much an older girl.  
 This proverb we may cite, and also keep,  
 That those who have enough, may soundly sleep.  
 \*The wicked Cain his brother basely slew,  
 Through envy rais'd to spite and malice too.*

## LIST OF ADVERBS.

*So, no, not, nay, yea, yes, too, well, up, how,  
 After, indeed, far, then, to and fro, now,  
 More, still, here, most, little, less, least, and thence,  
 Thus, since, while, whilst, once, first, scarcely, quite,  
 whence,*

---

\* Gen. iv. 8.

*Exceedingly, already, perhaps, thrice,*  
*Again, ago, rather, why, often, twice ;*  
*Haply, forth, always, hither, and whither,*  
*Doubtless, enough, sometimes, almost, thither ;*  
*Peradventure, together, forward, and backward,*  
*Asunder, apart, upward, and downward ;*  
*Indeed, very, ill, when, where, much, alone,*  
*Seldom, there, ever, daily, forth, and soon ;*  
*Once, never, in fine, completes all this part,\**  
 Now learn them all well—repeat them by heart.

---

\* REMARKS.—*More* is sometimes used as an adverb, as, *She is more afraid than ever ;* and sometimes as an adjective, as, *He has more wealth than wisdom.*

## PREPOSITIONS.

THIS part of speech th' objective case will show,  
 And much assist you grammar to construe :  
 These little parts are *of* the first importance,  
 In ranging words *in* just and right accordance :  
 They govern nouns and pronouns—this you see,—  
 As, Lydia came *from* home just *after* three ;  
 And Rhoda was *with* good advice inclin'd  
 To keep *from* such as were not just and kind :  
 \*Withhold not good *from* them who merit claim,  
 But always wisely speak, and act the same.  
 We sail'd *from* Leith *to* London *in* two days,  
*Without* the use *of* sails, *of* oars, or breeze :  
 The power *of* steam these wants did well supply,  
*By* this alone we might such aids defy.

---

\* Prov. iii. 27.

True friendship should prevail *among* good boys,  
 This would increase their zeal *amid* their joys.

## LIST OF PREPOSITIONS.

*About, above, according, to, along,*  
*Against, amid, amidst, amongst, among,*  
*Before, behind, below, beneath, around,*  
*Concerning, by, except, excepting, down,*  
*After, across, athwart, betwixt, between,*  
*Besides, beside, beyond, of, for, and in ;*  
*Regarding, during, from, into, and out,*  
*Respecting, near, to, touching, till, throughout ;*  
*Instead of, nigh, on, up, towards, and over ;*  
 We add *within, without, upon, and under,*  
*At, underneath, and through*—I'll say no more,  
 Since all I've said, perhaps you've learn'd before.

## CONJUNCTIONS.

*CONJUNCTIONS* now we'll try to represent,  
 To join both words and phrases, they are meant :  
*Because, also, if, since, that, then, and therefore,*  
 As well as *both, and, for,* we now add *wherefore.*

## DISJUNCTIVES.

*DISJUNCTIVES* also here must have a place,  
 They follow thus, and are a motley race :  
*Although, except, as well as, but, and other,*  
*Nor, notwithstanding, or, than, through, and whether,*  
*So, neither, yet, provided, and unless,*  
 Completes the list as far as I can guess.



## INTERJECTIONS.

AN *Interjection* is a word (suppose)

That some emotion of the speaker shows,—

As, *Oh!* that all my pupils truth would learn,—

*Alas!* I fear that few have real concern!

*Ah!* whither are my hopes of joys now gone!

*Lo!* now *behold!* and see them from me torn.

*Away!* ye giddy tempters of the mind,

*Begone!* for ever, like the passing wind.

*Hail!* matchless grace, that sav'd from sin and woe.

*O, strange!* to tell, that rebels this should know.

\*Thou faithful servant, hear the words—*well done!*

The vict'ry's gain'd—the prize is all thy own.

†*O Peace!* thou most desir'd, thou welcome guest!

Depriv'd of thee, how many live unblest'd!

\* Mat. xxv. 21.

† Psalm cxxii. 7.

## SYNTAX. \*

To treat of Syntax is of much importance,  
 In ranging words in just and right accordance ;  
 Indeed, you now must make a just selection,  
 Of all such words as form a good connection :  
 A simple sentence, here you must observe,  
 Has but one *subject*, and one *finite verb* :  
 This *subject* and the *verb* must well agree,  
 As, *Life is short for you as well as me.*  
 A *compound sentence*, now we indicate,  
*Two subjects* has, as here we now relate ;

---

\* REMARKS. — Syntax principally consists of two parts, *concord* and *government*. *Concord* is the agreement which one word has with another, in gender, number, case, or person. *Government* is that power which one part of speech has over another, in determining its mood, tense, or case. *Finite verbs* are those to which number and person appertain ; the infinitive mood has no respect to number or person.

As, *Time is short, but life is shorter still,—*

*Eternity succeeds to good or ill.*

The *subject is* the thing we speak about,

The *attribute affirms, denies,* or not.

The *object is* effected by the verb,

Which terminates the noun, we here observe :

Make verbs agree with *each,* or you will err,

The truth of which you clearly may infer.

#### RULE I. WITH EXAMPLES.

A verb must with its subject well agree,

In number and in person, this you'll see :

Thus, *I love* study much, because I know,

The more *I study,* wiser I shall grow.

*Thou shouldst* thy teacher's precepts well observe,

From their injunctions *thou shouldst* never swerve :

All evil *habits thou shouldst* quite forsake,

Nor shalt thou e'er with foes much friendship make.

*Variety* of objects, you must know,

*Delights* and *charms* the eye, where'er we go.

\**The number* of our days *is* mark'd on high,

Our hearts to wisdom then we *should* apply.

*He lives* to reason, that most nobly acts,

*She lives* to fancy, who this rule neglects.

*He loves* and *honours*† both his parents well,

*She cultivates* the truth, and will excel :

*We were* delighted much to hear them read,

In voice and manner too they seem'd agreed.

‡*Sure nothing* more *delights* and *pleases* some,

Than vain pursuits, and flattery's base perfume.

*You* really *merit* what you justly claim,

Then persevere, and you'll be free from blame.

\* Psalm xc. xii.

† Matt. xv. 4.

‡ Prov. i. 22.

## RULE II. WITH EXAMPLES ON NOUNS.

Verbs Active govern well the objective case,  
 Then *learn* your *tasks*, do not *incur disgrace*;  
 \**Forsake* all vicious *habits* now in youth,  
 †*Indulge* no *malice*, *cherish* nought but *truth*.  
 Yea, *value* much your present precious *time*,  
*Pursue* with ardour ev'ry good *design*.

## EXAMPLES ON NOUNS AND PRONOUNS.

He *lov'd her* much, and *she lov'd him* as well,  
 In love and friendship few could them excel:  
 I will *respect him*, though he may *me chide*,  
 His good *intentions* I have often *tried*.  
*Esteem them* much, who *strive* to do you good,  
 Your *minds require instruction* for their food.  
 An early application of this rule  
 Will well *repay* your *labour* while at school.

\* Prov. ix. 6.

† Eph. iv. 31.

'Tis *virtue* which *exalts* the noble *mind*,  
 But *vice* *degrades* it to the lowest kind :  
 Real *prudence* *calms* and *regulates* the *heart*,  
 'Twill *rule* the *temper*, and true *joys* *impart*.  
 Your *fancies* to your reason learn to *bend*,  
 \*Be kind and friendly, if you'd *have* a *friend* ;  
 †True *knowledge* *gives* to solitude an *ease*,  
 If well applied, 'twill *form* our *minds* to please ;  
 So *gentleness* best *suits* our whole *address*,  
 With pleasure then we may our *lives* *retrace*.  
 ‡Discretion is the safest path for youth,  
 Then be discreet, *regard* the *voice* of truth.

\* Prov. xviii. 24.

† Prov. xxiv. 14.

‡ Prov. i. 4.

## RULE III. WITH EXAMPLES.

The *Prepositions* show the true relation

*Nouns* bear to *nouns*, when in their proper station :

Between the *pronouns* also this they'll do,

As, He was kind *to her*, though not *to you*.

Great friendship yet subsists *between us* both,

To forfeit such true friendship I am loth.

Now flattery none can hurt, but those *to whom*

The fulsome bane is pleasant as perfume.

## RULE IV. AND EXAMPLES.

When singular nouns appear with *and* between,

You'll pluralize the verb, thus 'twill be seen,

The verbs and pronouns, if they bear relation,

Must plural be in such a situation :

Thus *John* and *George* read well, with graceful ease,

But *James* and *Henry* take no pains to please :

While *Ann* and *Charlotte* write with steady motion,  
*Matilda* and *Sophia* lose promotion.

The *young*, the *proud*, the *thoughtless*, and the *gay*,  
 Should not presume, *they* soon must all decay.

*Health*, *credit*, *reputation*, *raiment*, *food*,

Are justly priz'd by all whose lives are good.

When singular nouns you find disjoin'd by *or*,  
 The verb, and pronoun too, you may infer,  
 Must singular be, as we shall clearly show,  
 As *James or John* is first, you all well know.  
 If *nor* between two nouns should chance to be,  
 Then use the singular verb, as here you see:  
 Now *neither* precept, maxim, law, *nor* rule,  
 Is equal to example, while at school.

---

\* REMARKS.—*Or* and *nor* are the only conjunctions applicable to this rule.

*With* is sometimes used for *and*, as, The side A, *with* the sides B and C, compose the triangle.



## RULE V. WITH EXAMPLES.

*Conjunctions* couple words with one another,

And join such phrases as should come together :

Thus, *You and I* must go to town to-day,

But *John and James* may stay at home *and* play.

*Conjunctions* well connect the tense and mood,

Thus, Seek the peace of all, *and* do them good :

They also will unite or join the cases,

When nouns *and* pronouns follow in their places ;

James *reads and writes* with elegance and ease,

But John *and* Henry seldom strive to please :

\**Though* anger *glances* oft into the mind,

*It resteth* not in bosoms good and kind :

---

\* REMARKS.—Conjunctions sometimes connect different moods and tenses, but, in these instances, the nominative should be repeated, as, *He may* return, but *he* will not continue.

*If* Charles the subject rightly understand,  
*And* well attend, success he may command ;  
 But *if*, indeed, he will not persevere,  
 He must expect to follow in the rear.  
*If* Edward promise, then he'll not deceive,  
 His word is sacred,—you may him believe.  
 Both I *and* thou have cause our faults to own,  
 Though he *and* she their faults have never known.  
 Our season of improvement is but short ;  
 'Twill quickly pass, improved well or not.

RULE VI. WITH EXAMPLES.

One verb, sometimes, another governs well,

As, *Strive to learn*, then you will much excel :

---

\* REMARKS.—*To*, the sign of the infinitive, is not used after *bid*, *dare*, *need*, *make*, *see*, *hear*, *feel*, *perceive*, *let*, *observe*, *behold*, and *have*.

The infinitive is often independent of the rest of the sentence, as, *To confess the truth*, I was in fault.

No evil ever *do*, but practise truth ;

Reflect, that virtue best adorns our youth :

*Remember to assist*, without distrust,—

Relieve with prudence, then you will be just.

RULE VII. WITH EXAMPLES.

Whene'er two nouns together chance to come,

Implying different things, as, *Helen's* home,

The first you see denotes possessive case,—

Thus, Wisdom's precepts best become our race.

Should several nouns together sometimes come,

The last is made possessive, this is shown :

\*Thus, *Peter, John, and Andrew's* occupation,

Was fishermen, till call'd to their new station.

---

\* Mark i. 16.

## RULE VIII. WITH EXAMPLES.

Collective nouns, when singular, we show,  
 Require the verbs the same, and pronouns too ;  
 Thus, When the *nation* justly *does complain*,  
 The rulers should *its* privilege maintain.

When plural nouns collective meet your eye,  
 You pluralize the verbs,—as, *Armies fly*.

The pronouns likewise then must plural be,  
 For verbs and pronouns always should agree :  
 The *multitude* pursue *their* own chief good,  
 How few there are whose passions are subdued !  
 The *wicked* often *flee* when none pursue,  
 \*The *righteous* you will find *are* firm and true.

---

\* Prov. xxviii. 1.

## RULE IX.

The verb *To Be*, you may be always sure,  
 Is follow'd by the *case* that comes before.  
 Whene'er this verb *To Be*, is not express'd,  
 Yet understood as clearly as the rest,  
 The case the same must be ; this rule throughout,  
 Which you will understand, I have no doubt.

## RULE X. WITH EXAMPLES.

*Conjunctions*, (when contingency is implied,)  
 With future time connected too beside,  
 Require subjunctive mood in such a case ;  
 If otherwise, the indicative we place :

*If* riches he *acquire*, I now declare,  
 His mind they will corrupt, and prove a snare.

\*Despise not any state, however mean,  
*Lest* in that state perhaps you may be seen ;  
*If* he but be *discreet*, he will succeed,  
 Success depends on this, 'tis well agreed.

RULE XI.—ON CONJUNCTIONS.

Now some of these with others correspond,  
 That is, they claim with others to belong :  
 This to explain in verse will not well chime,  
 It balks my metre, and illudes my rhyme :  
 Consult this Rule in prose, you there will find  
 Which of these little words you ought to join.

---

\* 1. Tim. vi. 8.                      Mat. xvii. 10.

REMARKS.—*Lest* and *that*, annexed to a command, require the subjunctive mood, as, Love not sleep, lest thou *come* to poverty, Take heed that thou *speak* not to Jacob, either good or bad.—Gen. xxxi. 24.

## RULE XII. WITH EXAMPLES.

When participles like to nouns appear,  
 They then require an article, 'tis clear :  
 This article must stand before the noun,  
 \*And *of* must follow, thus it will be found,  
*The learning of* a language merits fame,  
 Then persevere, and you'll be free from blame.

## RULE XIII. WITH EXAMPLES.

Past *participles* follow the verb *To be*,  
 As proof of which, examples here you see :  
 The path of virtue, and the path of truth,  
 They both *have chosen*, as their guide in youth.

---

\* REMARKS.—The present participle, with a possessive before it, sometimes admits of *of* after it, and sometimes not, as, Their observing *of* the rules prevented errors. By his studying the Scriptures,† he became wise.

† 1 Tim. iii. 15.

His vices *have* much *weaken'd* all his frame,  
 His health *is broken*, and his mind's the same.\*

RULE XIV. WITH EXAMPLES.

*Pronouns* with *nouns* must always well agree,

In *person*, *gender*, *number*, as you see:

Thus, *James is* here, *he* came an hour ago,

And *Jane is* gone, *she* was oblig'd to go.

† No person can in life be always sure,

What unseen evils *he* may yet endure.

‡ As every *tree* is known by *its* own fruit,

So *men* to *things* should make *their* tempers suit.

---

\* REMARKS.—The *past participle* must not be used instead of the *past tense*. It is improper to say, He *begun*, for he *began*, he *run* for he *ran*.

† Ecc. ix. 1.

‡ Luke vi. 44.



## RULE XV. WITH EXAMPLES.

The relative, observe, must well agree,

In number, gender, person, this you'll see :

The word to which the relative applies,

Must suited be, this no one e'er denies :

\*Thus, *Those who* wisdom seek, are sure to find ;

To seek *her* then, I hope you'll be inclin'd.

†That *man* is truly blest, *who* fears the Lord,

‡His end is peace, he meets his just reward.

## RULE XVI. WITH EXAMPLES.

Whene'er the relative assumes a place,

Preceded by two antecedents, thus,

The verb then with the last should well agree,

As, *Thou art he that was* to follow me :

*I* am the *man* that *gives* you good advice,  
 And *thou* the *girl* that *loves* whate'er is nice :  
*You* all are *pupils* who *possess* good parts,  
 Being well improv'd, you'll master many arts :  
*Thou* art a *friend* that *has* relieved me,  
 How can *I* then ungrateful be to thee !  
*That* is a vice *which* *I* detest and hate,  
 And *this* a virtue *which* *I* venerate.

RULE XVII. WITH EXAMPLES.

When singular nouns, or nominatives, appear  
 To be of different persons, this is clear,  
 Being separated thus, by *or* or *nor*,  
 The verb must well agree, or you will err :  
 The person next the verb the subject is,  
 As either *thou* or *I* am sure of this.

---

REMARKS.—The above examples are elliptical, and the elipsis being supplied, the verbs will agree with each noun, thus, *I* am in fault, or *Thou* art in fault, &c. &c.

Now either *I* or *thou art* much deceiv'd,  
 Then own the fact, and *thou wilt* be believ'd.  
 Now *he* or *I am* sure of this week's prize,  
 'Twill be awarded where the merit lies.

## RULE XVIII.

A singular and a plural noun, when seen  
 With *or*, or *nor*, just coming in between,  
 Require a plural verb for you to write;  
 Then learn this rule, repeat it with delight.

## EXAMPLES.

\*The snare of riches, *or* the cares of life,  
 Have pierc'd them through with sorrow and with strife.

---

\*REMARKS.—The plural nominative should be placed next the verb. When the verb *to be* stands between a singular and a plural nominative, it agrees with the one which is most naturally the subject of it, as, “†The wages of sin is death.”

† 1 Tim. vi. 10.

Romans, vi. 23.

## RULE XIX. WITH EXAMPLES.

A noun and pronoun, too, you must not use,

As agents to one verb (this I refuse :)

Thus many words *they* darken much our speech ;

Omitting *they*, correctly then we teach.

\*The *king he* is our sovereign, this we own

Is incorrect,—the noun should stand alone :

The pronoun *he*, indeed, you must reject,

And this omitted, makes the sense correct.

†Man, at his best estate, will soon decay,

His life 's a dream, 'twill quickly pass away.

\* REMARKS.—In some cases, where the noun is highly emphatical, the repetition of it in the pronoun is not only allowable, but even elegant, as, The Lord, he is the God.—1 Kings, xviii. 39 ; Deut, xxxi. 6.

† Job, xxxviii. 2.

Psalm, xxxix. 5.

## RULE XX. WITH EXAMPLES.

The mood we call *infinitive*, you know,  
 We sometimes use as nominative, to show  
 The subject of the verb may either be  
 One word alone, or sev'ral, as you see :  
 The subject may consist of many words,  
 And two examples here this rule affords.

*\*To be like minded with the just and pure,*  
*Is what I covet most, you may be sure :*  
*His being idle, and dishonest too,*  
*Was that which caus'd his utter overthrow.*

---

\* REMARKS.—The infinitive is equal to a noun, thus, *To learn*,  
*is pleasant*, &c. The infinitive is sometimes used as a participle,  
 as, *To advise, advising*, &c.

## RULE XXI. WITH EXAMPLES:

Comparatives, if double, here you'll note,  
 Are quite improper, this you here are taught :  
 Superlatives, we say, are just the same,  
 They both require examples to explain ;  
 Thus, Mine's a *better* book than his or hers,  
 But Ann has got the *best*, which she prefers.  
 The voice we hear *most sweetest* in the grove,  
 You must correct, or I shall not approve.  
 Omit the adverb *most*, then you'll be right,  
 These charming notes, perhaps, may you delight.  
 That John (you say) a *worser* scholar is,  
 Than George or James, no one, I think, believes.

---

REMARKS.—*Higher* than the *Highest*, as well as *chiefest*, have the authority of the sacred writings, but that circumstance does not warrant this mode of expression.—See Ecc. v. 8—Cant. v. 10.—Mark x. 44.—2 Cor. xi. 5.

This adjective you see we can't admit,  
 But chang'd to *worse*, will make it just and fit.

RULE XXII. WITH EXAMPLES.

Two negatives together never use,  
 For this the sense will often much confuse.

EXAMPLES.

I *cannot* by *no* means you this allow,  
 Requires correction, I will show you how ;  
 Omit the *not*, the sense is then complete,  
 And thus to write, you know, is just and meet :  
 I cannot this allow, by any means,  
 Is quite correct, if nothing intervenes.  
 Two negatives you never must connect,  
 A sentence thus, can never be correct,—  
 Then covet neither riches nor renown,  
 But be content with that which is your own.

---

REMARKS.—When one of the negatives (such as *dis*, *in*, *un*, *im*, &c.) is joined to another word, the two negatives form a pleasing variety of expression, as, His language, though simple, is not *inelegant*,—that is, *it is elegant*.

## RULE XXIII. WITH EXAMPLES.

The place of adverbs, now you here must note,  
Will exercise your skill, as well as thought.

In general then, they occupy this place,

They follow verbs, almost in every case.

Between auxiliaries and other verbs,

They best appear, as useful little words ;

Thus, She behaved *well*, was *much* esteem'd,

She *truly* was the lovely girl she seem'd.

He found her *well* employ'd, and tranquil too,

This happy state I *doubtless* wish for you.

To place the adverbs rightly, 'twill be found,

Requires good taste, as well as sense and sound.

Before the adjectives they often come,

As, He is *more* attentive *much* than some.



He made a *very* sensible discourse,

With prudent zeal did he the truth enforce.

\*To study *closely*, you will sometimes find

A weariness of flesh, as *well* as mind.

'Tis like the rose, *indeed*, 'tis very sweet ;

With caution seize it, lest a thorn you meet.

\*Vice *always* creeps by slow degrees, be sure,

And twines around us, *while* we seem secure.

\* Ecc. xii. 12.

† Prov. xvii. 14.

REMARKS.—In placing the adverbs, the easy flow and perspicuity of the phrase ought to be chiefly regarded.

## RULE XXIV. WITH EXAMPLES.

The *adjectives* must always keep their place,  
 And not be us'd as adverbs. More or less,  
 These parts of speech, like all the rest we show,  
 Claim well their place, and this you ought to know.  
 This rule, indeed, you must not violate,  
 In prose or verse, this fault is very great :  
 Take this example then, the first I show  
 As incorrect, which you will surely know :

\*A little wine, to one is recommended,  
 For *often* weakness, which his state attended.  
 This adverb *often* you must change indeed,  
 An adjective will suit, 'tis well agreed :  
 Correctly then we say, and this is shown :  
 Thus, *often* should be *frequent*, you must own.  
 The *adverbs* also have a proper claim,  
 Allow them then their use, as well as name :

---

\* 1 Tim. v. 23.

The adjectives and verbs they qualify,

And this their office is, you can't deny :

*Agreeably* to promise ever act,

*Conformably* to truth your ways correct.

RULE XXV. WITH EXAMPLES.

*Comparative degree* and pronoun *other*,

Require *than* to follow, you'll discover ;

And *as* must follow *such* we here now show,—

Take these examples as they stand below :

He gained nothing *farther* by his speech,

*Than* empty plaudits, sought by some who teach.

*Such* men *as* act with fraud, or with deceit,

Avoid with care, and shun where'er you meet.

---

REMARKS.—Adverbs qualify adjectives and verbs, adjectives qualify nouns.

## RULE XXVI. WITH EXAMPLES.

The pronouns after *as* or after *than*,  
 You'll make agree with verbs, I'm sure you can :  
 Thus He, I own, is wiser much than *I*,  
 And she is happier, this I can't deny.  
 They write *as* well as *she*, I must allow,  
 But she is more polite *than he* or *thou*.  
 They're greater gainers far *than you* or *I*,  
 Yet still they're not content, I know not why.

---

REMARKS.—The word containing the answer to the question, must be in the case with the word which asks it, as, Who do men say that I am?—Mat. xvi. 13.—Mark viii. 27.—Luke ix. 18.—Mark viii. 29.—Luke ix. 20.

The above translations are incorrect, as *whom* should be *who*, in every place.

## RULE XXVII. WITH EXAMPLES.

The pronouns call'd *distributive*, remember,  
 Agree with nouns and verbs, in singular number :  
 Thus, *Every man is* bound by rules of reason,  
*His* duties to fulfil in *every* season.  
*Each* of his brothers came in *his* own turn,  
 And *ev'ry one was* well dispos'd to learn.  
 Now *either* you or I *am* much in fault,  
 Consider well, for thus you really ought.

---

REMARKS.—*Each* relates to two or more objects, and signifies both, or every one of any number taken singly. *Every* relates to more than two objects, and signifies each one of them all taken individually. *Either* signifies the one or the other, but not both.

The words are improperly translated in our version of the Scriptures.—See 2 Sam. xxi. 20.—1 Cor. xx. 6.—Rev. xxii. 2.

## RULE XXVIII. WITH EXAMPLES.

Whene'er two persons, or two things indeed,  
 Appear in contrast, 'tis by all agreed,  
 The reference first to *that* is justly made,  
 The last to *this*, as truly may be said.

## EXAMPLES.

\*Thus *vice* and *virtue* are as much oppos'd  
 Unto each other, (this experience shows),  
 As *darkness* is to *light*, or *cold* to *heat*,—  
 While *that* degrades us, *this* is good and meet.  
 †So *wealth* and *need* are truly both temptations,  
*That* tends to excite our pride, *this* our vexations.  
 †*Religion* gives a man a heav'nly birth,  
 'Tis *irreligion* binds him down to earth.  
 §*This* will debase a man beneath a brute,  
*That* dignifies him much, without dispute.

---

\*Prov. xiv. 34. †Prov. xxx. 8. †Prov. xii. 26 §Psalm xcii. 6.

## RULE XXIX. WITH EXAMPLES.

Observe, this rule requires that you indite

The *order* and the *time* correctly, quite ;

Relation being made to *verbs* and *words*,

Neglecting *this*, Divines have sometimes err'd :

\*I have compassion on the multitude,

Because they have *attended* me for good :

†And he sat up, that *had* before been dead,

Is quite correct, whatever may be said.

## RULE XXX.

A regular, dependent, choice selection,

Should be preserv'd throughout your whole connexion :

A strict regard to *this* will gain you merit,

These *rules* apply'd will best secure your credit.

\* Mat. xv. 32.

† Luke vii. 15.

REMARKS.—The above translations are deviations from this rule ; they should be carefully noticed by the teachers of English Grammar.

## PROSODY.\*

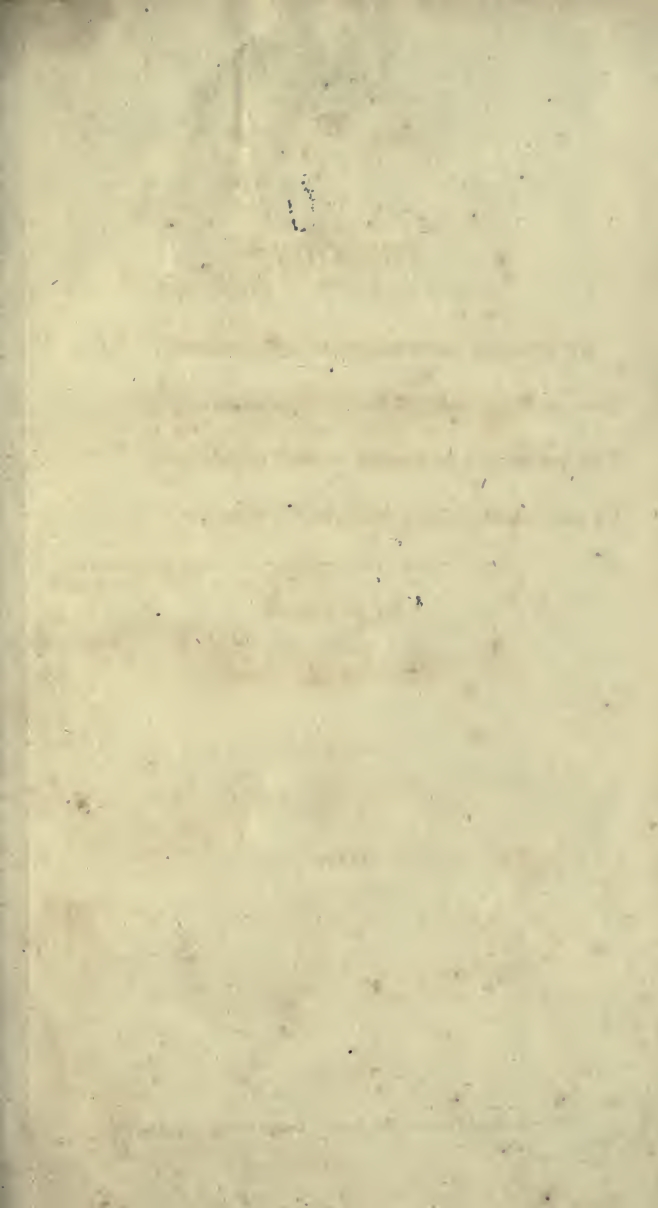
By *Prosody* we're taught to well rehearse  
The *emphasis* and *cadence* known in verse ;  
The *pauses* too, and *tones*, as well as *measure*,  
To understand aright, will yield a pleasure.

---

\* See the Preface.

FINIS.





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